

Activity #1 – Fluency & Capacity

Which is the bigger issue for you: (1) Being *fluent* with the language of sound assessment practices OR (2) Having the *capacity* to put the big ideas of sound assessment into practice? Provide 2 or 3 examples to support your position.

Activity #2 – Defining Assessment for Learning

Scenario: You are attending a conference on Assessment FOR Learning. At the end of the first day you walk into the elevator in the lobby and press the “12” button (the floor your room is on). Another person (who is not attending the conference) enters immediately after you and presses the “4” button. As the doors close this person looks at your conference name badge, then at you and asks, “**Assessment FOR Learning? What’s that?**” You have four floors to explain. How would you answer?

(HINT: Read your answer and make sure it is no longer than approx. 30 seconds in length)

Rather than using assessments only to evaluate students, we're now using classroom assessment to check understanding during a lesson so that we can tell students what to do next in order to get better.

Activity #3 – BIG IDEAS of ASSESSMENT

1. Of the three BIG IDEAS of classroom assessment - ONGOING, FEEDBACK, and ADJUSTMENTS – which one are you currently the MOST proficient at? Give 2 or 3 examples to support.

2. Of the three BIG IDEAS of classroom assessment - ONGOING, FEEDBACK, and ADJUSTMENTS – which one are you currently the LEAST proficient at? Give 2 or 3 examples to support.

3. Outline a few initial steps you might take in order to give more attention to the element you identified in #2

References

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- Stiggins, R (2004). New Assessment Beliefs for a New School Mission. *Phi Delta Kappan*, 86 (1), 22-27.
- The Leader's Guide to 21st Century Education by Ken Kay and Valerie Greenhill.
- Classroom Assessment for Student Learning: Doing it Right – Using it Well by Rick Stiggins, Jan Chappuis, Judy Arter, and Steve Chappuis.
- Seven Strategies of Assessment for Learning by Jan Chappuis
- Ten Things that Matter from Assessment to Grading by Tom Schimmer.
- Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning (Solution Tree)